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ABSTRACT

This publication is the product of a two and one-half day workshop that was held to develop directions and strategies for meeting the future needs of California correctional education. The first part of the document contains the opening session address by California Assemblyman John Vasconcellos and two presentations--"The Doomed and the Damned: A Look at Future Trends" (Manual Perry) and "Education Reform and Effective Schools" (Shirley Thornton). The second part consists of summaries of the six group discussions that took place during the workshop. The following topics are covered in these summaries: the philosophy of correctional education (the purpose of developing a philosophy and recommendations and directions); standards (their purpose, guidelines for developing them, and recommendations and directions); curriculum (commonalties and differences; major issues; and directions for improving instruction in basic skills, vocational/industrial education, and the affective dimension); evaluation (purpose, process, recommendations and directions); networking (purpose, process, recommendations); and marketing (main emphasis, techniques, recommendations). Appendixes include the workshop agenda and lists of planning committee members, presenters, participants and support staff. (MN)

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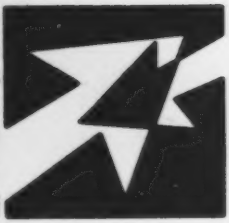

TRANSFER OF KNOWLEDGE WORKSHOP

Moving California Correctional Education Into The Future: Directions And Strategies

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We wish also to thank Dr. Dianne Carter of the U. S. Department of Education, for her skillful and resourceful role as moderator of the workshop. Sincere appreciation goes to the presenters and facilitators who shared their expertise and experience with us and helped to identify state issues and strategies for dealing with these issues.

Finally, a thank you to each of the participants who contributed to the success of the groups who discussed the strands of correctional education and helped develop a framework for effective correctional education that addresses the needs of the future.

TABLE OF CONTENTS

	Page
Introduction--The Choice And The Challenge	1
Opening Session Address--The Honorable John Vasconcellos	2
The Doomed And The Damned: A Look At Future Trends--Dr. Manual Perry	3
Education Reform And Effective Schools-- Dr. Shirley Thornton	6
Six Education Strands: A Framework For The Future	
Philosophy	8
Standards	9
Curriculum	12
Evaluation	16
Networking/Interagency Partnership	19
Marketing	21
Conclusion	25
Appendices	
A. References	29
B. Planning Committee	31
C. Agenda	33
D. Presenters	39
E. Participants	41
F. Support Staff	47

INTRODUCTION: THE CHOICE AND THE CHALLENGE

This publication is a product of a Transfer of Knowledge Workshop to develop directions and strategies for meeting the future needs of California correctional education. The two and one-half day workshop was sponsored by the Department of the Youth Authority and the Office of Criminal Justice Planning, the California Department of Corrections, the Correctional Education Association, California Congress of Parents, Teachers, and Students, Inc., and the Contra Costa County Office of Education. Recognized leaders in the criminal justice system were invited to meet April 6, 7, and 8, 1987, in Sacramento to formulate a prescription for effective education for adult and youthful offenders and to establish a partnership to meet future correctional needs.

Assemblyman John Vasconcellos, opening session speaker, provided a challenge to the assembled correctional professionals to nurture the self-determining capacity in every offender; Dr. Lee Roy Black asked that we take a look at the "Big Picture" to build a community of concern and to be aware of the "real-life world" to which the offender returns. Dr. Thornton and Dr. Perry pointed out the problems related to functional illiteracy and the commitment we must have to educate for a technologically-based society.

Dr. Gerald Kilbert, Manager of the Youth and Adult Alternative Programs Division, State Department of Education (DOE), offered the support of his Department for the improvement of correctional education. The State Department of Education will invite correctional educators to DOE training designed to assist to public schools cope with problems that are similar to those of correctional schools.

The participants met in small groups to address six strands which provide the basis for an educational program. The outcome of these cooperative efforts is summarized in this publication. Directions for the future are presented which are based on the shared experience and professional expertise of all workshop participants.

OPENING SESSION

Summary of Address by the Honorable John Vasconcellos
California Assemblyman, 23rd District

Thank you for your commitment and investment of your professional lives with people in distress. Your challenge is to transfer your "sense of self" into your work with these persons. The knowledge that is most critical to transfer is how you **are**, which is more vitalizing than the content of **what you teach**. Education requires leadership which "draws out" (edu-care) rather than "stuff in" or "hammer down".

To nurture the self-determining capacity in every human being we need to get to the heart of how people grow and develop. We need to know what a person is like to know how to help that person develop his or her better capacities. We need to believe that people can live differently, with integrity and faithfulness. I recall Carl Rogers' belief about life; he emphasized that people have within them that which is constructive, life-affirming, responsible and trustworthy. The challenge to correctional professionals is how to address the needs that the offenders have, to allow them to develop their better capacities and make behavior changes.

Goals are not the real issue. The **means** are the issue. This is the purpose behind AB 3659, the Self-Esteem legislation. The Self-Esteem task force appointed by the Governor has as its mandate to find the relationship of self-esteem to human development, how it is developed, how it is destroyed, and whether early intervention in people's lives will promote and enhance the "sense of self" that is in all of us.

Our responsibilities to the persons in our care is enormous. They are in need of some **key** to develop their better capacities. To provide that key, we need to overcome our tendency to approach each other with timidness and wariness. **Then** we can reach out and encourage the offenders with whom we work. **Then**, we can engage them in the development of their better capacities.

"THE DOOMED AND THE DAMNED: A LOOK AT FUTURE TRENDS -- CRISIS IN CALIFORNIA"

Summary of Address by Dr. Manuel Perry, Manager
Planning, Development and Human Relations
Lawrence Livermore Laboratories

What lies ahead is change. Your ability to anticipate these changes will determine the degree to which you prepare students for the future. Critical social, political, technical and economic issues will present crises, contrasts and challenges.

Through the study of demographic data, we at the Lawrence Livermore Laboratories have defined two future worlds for the 1990's and beyond. One is filled with opportunity for those who are literate in English, math, and computers. The other world will be "down, damned (by those in the world of opportunity) and doomed" because of lack of skills and ability. Those in the world of opportunity will resent the contributions they must make to the "down" and subject them to further lack of self-confidence and hope.

California's population will increase from 24 million in 1980 to 32 million in 2000. It will be the most populous state in the union, with a new population mix. Our nation will no longer be youth-oriented; whereas 36 percent of the population was under 18 years of age in 1960, 26 percent will be in this age category in 1995. Thus the labor force will be aging; and the rate of growth of the labor force will continue to drop. There will also be a significant increase in minority populations in this country and in California.

Further dramatic changes will take place in technology. Use of automation in the workplace will increase. Computers/word processing will radically alter communication, teaching, nursing, and all service professions. New drugs, life forms, and robotics will radically alter the world in which we work. Emphasis in employment will be more on **mind** than on **muscle**. The shift to the post-industrial era is well in progress with the ranking of types of employment shifting dramatically:

	PAST	FUTURE
1.	Agriculture	Information
2.	Industry	Service
3.	Service	Industry
4.	Information	Agriculture

There will be tremendous opportunities for those who are prepared in the areas of engineering, data processing, computer programming, nursing and home care. There will be a large demand in telemarketing, software development and rehab and retrofit occupations. Competition for the highly trained will increase.

Concurrently, the shift will bring a host of associated problems. There will be high unemployment--by the year 2000, one out of seven Americans will be unemployed. The demand for young workers will increase but there will be high teenage unemployment. (Presently, 45 percent of minority teenagers are unemployed and 50 percent of black youth have had zero days of employment. By 2000, 70 percent of black males will be in the "down and damned" group.) Shortage of labor will occur because of lack of skills in the population. This will produce a growing "underclass" lacking educational skills, job skills and hope.

Women will be the majority of the labor force in the year 2000. Dictated by economic necessity, one of every three families will be headed by a single head of household. At present, one of every three families headed by women is below the poverty level.

The choice between the two future worlds lies in what young people do about preparing for these changes. If they have a good education, employers will be "knocking down the door" to get to them. A high school and/or college education will be necessary to get a good job. The following data shows the contrast between 1959 and 1990 for amount of education necessary for employment:

Education	1959 (Percent)	1990 (Percent)
Elementary	30	6
Secondary	51	55
College trained	19	40

Contrast these educational needs for employment in the future with the national 29 percent dropout rate from high school (it is the same for California) and the level of functional incompetence among Americans:

	(Percent)
Writing	16
Reading	22
Computational Skills	33
Job-keeping Skills	19
Ability to carry out min. requirements of daily life	25

The shifts in our society which are leading to increasing social polarization must be understood by parents, teachers, the community and most of all by the young. Continued encouragement and educational resources must be provided to help youth make an active committed choice to prepare for these changes so that they will not live on the fringe of the world of opportunity, but rather in the future world of tremendous opportunity. Education and training will play a very important role in preparing for these changes. To assist us, we need to get industry, which has a vested interest in this potential labor force, to see the importance and relevance of correctional education and help to strengthen the school curriculum.

EDUCATION REFORM AND EFFECTIVE SCHOOLS-- CHALLENGE TO CORRECTIONAL EDUCATION

Summary of Address by Dr. Shirley Thornton
Deputy Superintendent
of Specialized Programs.
State Department of Education

We must recognize that we are a part of the solution or a part of the problem, if we are to have effective school programs. We can be "shakers and movers" in this time of opportunity, believing in making a difference and thinking of ways to change the system.

American society is moving from a "melting pot" to a "tossed green salad". There are shock-waves of changes in ethnicity and immigration in our nation and our state. (Reference: California 2000: A People in Transition). Minorities constitute a large portion of school-age children and the future labor force. This means "tough times" for the public school and the justice system in terms of number of students and education program needs. To be successful in our country a person must be able to read, communicate, use standard English, and compute. Many of our students need a great amount of assistance in these areas.

Public high schools in California place the greater percentage of Black and Hispanic youth in a curriculum which does not prepare them psychologically or academically for furthering their education beyond high school. (Reference: California High School, Curriculum Study: Paths Through High School). A high school diploma represents time spent in class and not the substance of the courses. For example, mathematics may cover vastly different areas of study, and courses with similar titles may vary widely in the breadth and depth with which they approach a subject. These statistics illustrate the result of this process.

High School Graduates Eligible for U.C. Enrollment (1985)

	(percent)	(State pop. percent)
Hispanic	4.9	21
Black	3.6	8
Asian	26.0	88
Anglo	13.0	63

Additionally, many students do not graduate from high school. California is ranked 41st in the nation in high school graduation. One-third of all students do not graduate and for the minority students the dropout rate is as high as 40 percent.

Solutions are possible. If we require more of our students we will teach our students to require more of themselves. We can make success a "non-negotiable item" and can make that a reality in correctional education. Many students in the justice system are special education students because of loss of learning while they were in the public school system. Teachers frequently do not know how to relate to minority children so minorities end up in remedial, categorical programs more often than other students, resulting in "keeping minorities down" in our culture. If you put an arm in a cast and hold it there for five years, then the arm will become atrophied. There may not have been anything wrong with the arm in the first place.

We can set standards and expectations for behavior and learning. We can give them a roadmap for the future and show them how to use it.

Note: Several sources were provided by Dr. Thornton as important documentation for the content of her presentation. The complete references will be found in Appendix A.

SIX EDUCATIONAL STRANDS: A FRAMEWORK FOR THE FUTURE

PHILOSOPHY

Purpose

A philosophy of education defines a belief structure and provides the basis for a program framework. Philosophy statements for correctional education address the needs of offenders, teachers, school personnel and the public, and interface with treatment and security needs and requirements. To ensure shared responsibility, ownership and accountablility, all the stakeholders should have input into developing these philosophical statements. This approach provides for a common language and promotes internal cooperation.

A philosophy stated in attainable goals will give positive direction, inspiration and motivation, and provide clarification to individuals, agencies and across agencies. It will form the operational framework for a supporting and enabling environment which will enhance cohesiveness and promote bonding within the organization.

Recommendations and Directions

All agencies will commit to shared responsibility for clarity, equity, integration and consistency in correctional education. Time and resources will be committed to interagency coordination through a formal process which will determine common goals and outcomes, design strategies and assign responsiblities for on-going coordination.

Philosophical statements will be based on the following beliefs:

- Offenders can make positive changes.
- Offenders have the responsiblity for change.
- Change occurs as a result of a planned, structured, competency-based education and training program.
- Promotion of positive changes needs to be monitored, evaluated and rewarded.
- Correctional educators provide leadership for effecting positive change.

- Correctional education has the responsibility to cooperate and assist in the protection and safety of offenders, staff and the public.

STANDARDS

Purpose

Standards are **guides** and **starting points** for programs. They form the basis for accountability, consistency, program monitoring, and legal compliance for the agency.

Written standards promote the flow of information within the immediate educational community: students, education staff and administration. Clearly written standards will ensure an educational process that will increase literacy and proficiency in students; provide the criteria for program monitoring and evaluation, and act as a support for obtaining resources and program dollars.

Standards for correctional education can promote the flow of information to outside agencies and the linking of correctional education programs in county jails, juvenile halls, Youth Authority and Corrections. By setting consistent levels of achievement and quality programming, professionalism is promoted, increased coordination of education programming for students occurs and increased credibility and recognition by the community and private sector for the correctional education process takes place.

Developing Standards

Standards must have a "buy-in" from administration; they must be sanctioned by top management. To assure this support, it will be necessary to develop a model for correctional education standards that cuts across agencies.

There are many sources of standards for correctional education, e.g., Department of Education, Commission for Teacher Licensing/--Credentialing, court mandated and legislative requirements, State Education Code, average daily attendance requirements, dictates of unions, agency standards, etc. These must be incorporated into standards developed for correctional education.

The standards developed should address these needs:

- Communication skills.
- New job markets.

- New job skills.
- Necessary linkages in teacher training and corrections knowledge, skills and abilities.
- Testing, credentialing, Cal OSHA.
- New technologies, e.g., computer literacy.
- Student expectations.
- Student performance.
- Appropriate curriculum.

Development of correctional education standards will keep these **impacting factors** in mind:

- The diversity of jurisdictions/governments.
- Impact of boards and agency policy.
- Enforcement of standards will vary.
- Differing ways of budgeting.
- Changing correctional population levels.
- Differing educational needs in different settings.

Recommendations and Directions

1. To provide standards necessary for verification of all correctional education components in California and to assure equality, recognition, credibility, professionalism, quality in education and a power base by June 30, 1987, a follow-up group will be selected to:
    - Develop a set of standards for correctional education for California.

- Develop a plan for implementation of standards.

- The follow-up group should include all agencies involved in correctional education, public and private, industrial councils, private industry, colleges and universities, county offices of education, union representation, and professional associations.

2. Standards should address:

   - Short and long term education needs.

   - Basic foundations of education program, e.g., testing, credentialing, curriculum, safety.

   - Needs for the 1990's emphasizing computer literacy, math and English.

   - Demographic and job market needs for the 1990's.

   - Necessary linkages in teacher training and correctional education.

   - New technologies such as computer literacy, communications systems, etc.

   - Student performance and expectations.

   - Development--through teacher training and on-the-job training --skills and abilities of teaching staff to address future trends.

3. Establish an office of correctional education in the Department of Education to direct the coordination, monitoring, evaluating, reviewing, and implementation of correctional education standards. Utilize the California State Parent-Teacher Association to develop rationale for implementation.

4. Conduct a forum in the fall and spring of each year to assure ongoing communication, interaction and advancement of correctional education.

CURRICULUM

Commonalities / Differences

Identification of commonalities and differences was the first point of reference for discussing the curriculum strand. Resulting from this sharing, came a list of common needs and aspects of curriculum that members of the group feel are important to address because of the neglect of, or need for, viable programs for students for the future.

The **similarities** among education programs for offenders are:

- Increasing population and class size.
- Problems of teacher recruitment.
- Emphasis at their respective sites of creative planning and programming for competency-based education.

The **differences** related to:

- Length of stay, ranging from three days to several years in the educational program.
- Institution-based vs. day schools in the community.
- Mandated vs. voluntary attendance.

Group members representated several types of programs for offenders, from those serving juveniles, adults, and mental health clients. Thus vocational education receives primary emphasis in some schools and basic education the emphasis in others.

Issues

Future employment opportunities must be addressed if schools are to prepare students for a productive life. Educational resources must be maximized in a time of expanding correctional population to assure effective coordination of services.

Educational priorities vary according to the offender served. Juvenile offenders need basic skills, prevocational education, and support in the affective domain. Adults need vocational preparation which includes the affective skills of stability and dependability, and, of course, the mastery of the basic skills to achieve functional literacy.

The juvenile offender needs to be prepared to return to a school or a community that may not be receptive. Transition programs need to be established and alternative education programs in the comunity contacted to make reentry of these youthful offenders into school programs easier. Adults can be well trained in the correctional setting, but the skills learned may not be relevant to current employment opportunities. Skills learned in vocational education should be designed to be transferable and these aspects of curriculum emphasized.

Every correctional curriculum should include computation, language/communication, including listening, critical thinking, values, work ethic, life skills for transition to community life, library use skills, including reference and research, and parenting and family life.

Also recommended depending on the clientele are updated work programs, job training for available employment opportunities through more viable vocational programs, and computer programming. In keeping with the Sterling Amendment, enrollment in a literacy program should be required for all students who do not have ninth grade literacy.

These concerns about correctional education involve the community at large. It is imperative that the public be involved to help generate ideas and to increase their understanding and knowledge of correctional education programs. Partnerships with the public schools and private industry as well as other agencies in the community need to be developed.

Each site should have a curriculum planning team for correctional education which includes representatives of the education and custody staff and the administration. Student input should be included through representation on the planning team or through requests for information. The planning team should develop a three to five year plan and "oversee" its implementation and evaluation. Pilot programs should be developed to increase articulation between agencies and make possible an information system for sharing of ideas, content, curriculum, and records. The curriculum planning team should be the basis for:

- Curriculum development, including instructional strategies.

- Staff sharing, inclusion of ward/inmate input.
- Piloting unique programs for demonstration.
- Adding affective areas to the curriculum.
- Interagency visits.
- An interagency task force and networking.
- Implementation of an information management system within the institution and receiving agencies.
- Linkage with colleges and universities.
- Statewide correctional education advisory council.

Recommendations and Directions

In developing recommendations, the members of the curriculum group addressed the characteristics of a "successful adult of the 1990's"-- a person with **self-esteem, positive social relationships, willingness to work, literate** and **armed with job skills.**

To assure that the divisions of the recommendations (Basic Skills, Vocational Industrial, and Affective Dimension) are understood, a distinction is made between the **mastery** curriculum and the **organic** curriculum. The latter requires that the affective dimensions are present in all curriculum areas, providing the "glue" for learning--the involvement of the student intellectually and psychologically.

Basic Skills: includes basic academics, language arts, computation.

- Place greater emphasis on communication skills, that is, reading, writing, speaking by using role playing, standard English and avoiding value judgments.
- Continue to strengthen the competency-based approach.
- Set higher expectations and give support.

- Build a volunteer tutoring program, and use peer tutors; and give them training as appropriate.

- Familiarize staff with and use special techniques for special education students.

- Emphasize continual upgrading of staff through training.

- Mandate computer literacy in the curriculum.

Vocational/Industrial:

- Use a competency-based approach in vocational education.

- Emphasize coping skills outcomes: Work ethic, self-discipline, job-getting and job-keeping skills.

- Develop partnerships with private industry and the community-at-large. Invite college and university staff and students and private industry to look at the program to assure knowledge, understanding and support. Establish a Trades Advisory Council to assist in keeping curriculum offerings current.

- Work toward making legislative changes to expand market for fabrication as well as repair for inmate work experience.

Affective Dimension:

- Develop a sense of self-worth in the student through successes in his educational programs.

- Provide role models, e.g., those previously incarcerated who have succeeded.

- Use incentives such as certificates of completion.

- Give frequent positive feedback to students.

- Use cooperative learning techniques to give students a sense of control through group contributions; use peer coaching techniques.

- Explore the use of commercially developed programs for building self-esteem and self-confidence.

- Develop a supportive attitude among institutional staff to student changes in perception and behavior.

EVALUATION

Purpose

A major purpose of evaluation is to assure that programs operate in accordance with standards and move correctional education appropriately into the future. This process assures credibility and is the means of informing and supporting the three audiences of evaluation information: 1) in-house--the students, teachers and facility staff and administrators; 2) external--families, the community, and the private sector, and 3) control agencies and funding sources such as the Department of Education, Legislature, Board of Supervisors. The press or media are the conduits for dissemination of information to external audiences.

Evaluation of program is primarily thought of as a means of providing program accountability and setting the basis for planning. It is viewed as a critical approach to what is happening to the students, the staff, and the program as a whole. Looking at the various types (elements) of evaluation that occur gives a more detailed view of the importance and impact of the evaluation process and product.

Evaluation begins with the student. There are many types of evaluation that involve more than "crushing numbers". Assessment of individual student skills, abilities, and attitudes serves as a planning tool. With a perspective on the student's needs, individualized educational programs are developed and an historical perspective is established to judge progress in program and behavioral change. Ongoing student evaluation enables feedback on the results of instruction and establishes unmet needs. It assists in validating student performance and in upgrading his/her goals.

This individual student evaluation is the basis for program evaluation, whether it takes the form of program audits, accreditation, special projects, formative or summative evaluation, field testing, teacher evaluation, or outside peer review. As with student assessment, program evaluation serves as an historical perspective and assists in moving program to adequately address future needs.

The evaluation of effectiveness in meeting program objectives, staff needs and adequacy of resources and facilities gives critical and accurate feedback and assistance to management and policy-makers at all levels.

The four basic reasons for program evaluation are: program validation,

program improvement, public relations and a basis for networking with other correctional education programs.

Process

The critical areas to evaluate in correctional education programs are basic education, vocational and prosocial (includes parenting, work attitudes, substance abuse, etc.). The evaluation of these areas of education should involve the assessment of student needs and achievement, effectiveness of staffing patterns, impact and adequacy of facilities, job placement and success upon return to the community. The results will provide student feedback, help meet instructional needs, identify problem areas, and assist in developing effective teaching strategies. The measurement of program progress or change and the dissemination of this information will improve communication with other site staff and provide information to stakeholders outside the facility.

There are obstacles and problems to overcome if evaluation is to meet its purposes. Staff work load, mobility of offender population, the feeling among staff that evaluation is useless and or threatening, and the common fear of potential change make a comprehensive evaluation process difficult. External mandates for assessment and data collection are often seen as irrelevant, redundant and inconsistent with the everyday realities of running a program.

The lack of apparent benefits and feedback and the frequent failure to accentuate positive program aspects leaves staff with a bias against evaluation. They see it as a management tool that has few if any benefits for their efforts. Lack of staff input into the planning and development of program makes it difficult for staff to appreciate the need for evaluation.

Recommendations and Directions

Evaluation is an important tool to assist correctional education move into the next decade and century.

1. Leadership/Outreach/Public Relations.

When addressing students, administration, custody and treatment staff and the public, data should be used effectively as a tool to create

a buy-in from the audience. This will provide a strong force for gaining support in and out of the institution/agency to gain funds and resources, boost morale and increase public awareness. The public should be made aware that correctional education is unique and not a duplication of public school education.

- Make an active effort to find out what various audiences want to know about the program.

- Address not only the quality of the evaluation but the likelihood that the information will be used.

2. Collaborative program planning.

Tying evaluation to its purpose, will assure the collection of needed information and the likelihood that it will be used. Involving education and other facility staff in planning, conducting and using evaluation information will help eliminate fear of "what we will find". Ownership will be established.

3. Design evaluations to address the uniqueness of correctional education.

Review existing evaluation tools and processes to ascertain the need for special instruments, methods, etc., to ensure agency involvement in the results. Where appropriate, break from the traditional approaches to address the unique needs of correctional education and look to other correctional settings to see what works. Joint agency efforts can be a productive means of sharing and critiquing evaluation efforts and results.

4. Stressing formative (on going) as well as summative evaluation to change aspects of program as the need arises.

5. Praise and support program elements that are working and discard those that are not.

NETWORKING

Purpose

The purpose of networking is to build a community of concern. To achieve this, all stakeholders must be identified and the benefits to each defined. Correctional agencies, public and court schools, employers, political entities, social service and health agencies, service agencies, client advocacy organizations, courts, parole, law enforcement, victims groups, organized labor and private industry are the stakeholders in correctional education. To avoid duplication of effort, it is necessary to know what is already available. Programs can be established for individual sites by changing and modifying model programs. This eliminates the necessity for organizations to reinvent solutions to problems.

Networking is the catalyst which informs, expands alternatives, elicits support and commitment and establishes cooperation. Networking, therefore, is essential for linking agencies and correctional education to California's future.

Networking helps establish a partnership which moves agencies and the public to address the difficult question of how to prepare offenders for return to the community and to employment. Through information sharing, it is possible to identify resources such as training, personnel and assistance in defining and resolving problems.

There are several steps in structuring networks:

1. Assess the existing networks.

2. Evaluate and identify the effective elements in these networks.

3. Identify players in a network from the perspective and need of the client and the agency.

4. Assess the player organization's self-image. Is it involved or isolated?

5. Guard against networks becoming bureaucracies in themselves.

6. Involve decision-makers in networking.

Recommendations and Directions

Correctional education has to address both internal and external networks. The external networks consist of inter-county, inter-state, regional, state, and national.

- Assess existing networks at all levels.
- Continue information sharing training sessions.
- Identify population needs.
- Involve the private sector as a partner in problem identification and resolution.
- Identify model programs.
- Identify resources to foster networks.
- Ensure that there are common perceptions of needs/problems among networking parties and that they understand the benefits of involvement.
- Develop a continuum of services beyond the institution.
- Organize for networking, joining with those whose goals are similar and including key decision-makers.

MARKETING

Marketing correctional education involves getting information to people who make a difference inside the system--the offender population and the staff, and outside the system--the community, the press, various political entities, and the private sector. Marketing is an ongoing process, differing in its approach and information with different audiences.

The most critical client of the marketing of correctional education is the offender. The value of the educational program--whether the program is voluntary or required--must be apparent to the student. He/she must know "What's in it for me?" To gain the student's confidence emphasis should be placed on:

- The relevancy of the program.
- The opportunity for competence.

The techniques used to market correctional education to in-house staff are:

- Staff development.
- Communication.

To have a successful public marketing campaign, the education staff and the rest of the site staff must be convinced of the value of the educational program. To achieve this, on-site staff should be involved in the development and implementation of the marketing program. This is the most effective means of getting staff involved. Staff recognition, luncheons, information-sharing and in-service training are also effective.

The external constituents of correctional education consist of such entities as:

- Citizens advisory groups.
- Press.
- County Commissions.
- Board of Supervisors.

- City governments.
- Employee--union groups.
- Volunteers.

Marketing to the external constituency can be accomplished through the following:

- Newspaper and journal articles.
- Positive T.V. spots.
- Clearing house for success stories.
- Networking.
- Participation in statewide organizations.
- Presenting at Conferences.
- Open houses, tours.
- Invitations to and press releases about graduations.
- Volunteers.
- Appreciation dinners.
- Information brochures.
- Video tape presentations.
- Student presentations (offenders are key to selling correctional education.

Developing a plan for marketing is imperative. Presently, most marketing is informal and unplanned. With the ideas given above and

additional ideas generated by local staff, a comprehensive annual plan to provide the public with information needs to be established to build a partnership with correctional educators.

Recommendations and Directions

The purpose of a marketing plan is to persuade. To develop and execute a marketing plan the following steps are required:

- Identify the product: Education programs.
- Establish a market (offender, staff, public sector).
- Determine the techniques and strategies.
- Identify resources, e.g., fiscal, human, time, physical location, equipment.
- Create timelines, schedule.
- Evaluate the plan.
- Implement the plan.
- Evaluate the results.

CONCLUSION

The correctional education Transfer of Knowledge workshop was the "hallmark for correctional education in California". Promotion of interagency collaboration through proposed solutions and action plans provides new incentives for agency representatives to increase public awareness and support and to establish strategies which will enhance and make correctional education more relevant for the future of California.

Combining their expertise, presenters and group participants clarified many issues related to correctional education. They provided ideas for strategies, and impetus for the sharing of responsibility that will sustain the cross-agency interaction necessary for moving forward into the future.

APPENDICES

Appendix A

References

California High School, Curriculum Study: Paths Through High School. California State Department of Education, 1984. ($4.00)

Study of curriculum in twenty-six California high schools, emphasizing the development of a comprehensive curriculum for **all** students. Available from the Department of Education, Bureau of Publications, P.O. Box 271, Sacramento, CA 95802-0271.

California 2000: A People in Transition. Major Issues Affecting Human Resources. California State Assembly Office of Research, June 1986. ($4.00)

Major problems and rapid demographic changes will require us to set priorities, make choices, and plan for the future. This publication describes three shock waves: numbers of disadvantaged children; public education, need for new classrooms and teacher shortages; increase in the elderly population.

Gruber, Gary; Gruber's Complete Preparation for the SAT. ($8.95)

Gruber, Gary; Gruber's Guide to Test Taking for Kids: Grades 3,4,5. ($7.95)

Gruber, Gary; Gruber's Guide to Test Taking for Kids: Grades 6,7,8,9 ($7.95)

These publications are used to assist students in test-taking skills. The first is available from Gary Gruber at:

Critical Thinking
P.O. Box 657
Mill Valley, CA 94942

The latter two are published by Quill/William Morrow. You may find any of the Gruber titles in a bookstore.

Kunzufu, Joevanza; The Conspiracy to Destroy Black Boys. 2 parts. ($4.00 each)

Available: Marcus Book Club, 1712 Filmore Street, San Francisco, CA 94115.

"Schools Behind Bars" is a video production of the Hacienda-La Puenta Adult Schools Correctional Division. It is a good model for schools to use to market their correctional education programs.

Appendix B

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California Dept. of Corrections

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Appendix C

TRANSFER OF KNOWLEDGE WORKSHOP
CORRECTIONAL EDUCATION

"Moving California Education Into the Future:
Directions and Strategies"

April 6-8, 1987
Ramada Inn
1900 Canterbury Road
Sacramento, California 95815

AGENDA

MONDAY, APRIL 6, 1987

10:00 a.m. - 12:30 p.m. ..... Registration
(Conference Center)

1:00 p.m. - 1:30 p.m. ..... Welcome
(Arcadia Room)

Opening Remarks:

Mary Lou Browning, Chair
Transfer of Knowledge Workshop

Greetings:

Cal Terhune, Deputy Director
Institutions and Camps Branch
Department of the Youth Authority

Ron Hayes, Deputy Director
Prevention and Community Corrections Branch
Department of the Youth Authority

Dr. Gerald Kilbert, Manager
Youth and Adult Alternative Programs Division
California State Department of Education

Monday, April 6, 1987 (Cont.)

1:30 p.m. - 2:00 p.m. . . Introduction of Opening Session Speaker:

Wanda Briscoe, Chief of Education
California Department of Corrections

Opening Session Speaker:

The Honorable John Vasconcellos
Assemblyman, 23rd District
Chairman, Ways and Means Committee

2:00 p.m. - 2:15 p.m. . . . . Break

2:15 p.m. - 3:00 p.m. . . . . Self Introductions

Introduction of Moderator, Dr. Dianne Carter:

Mary Lou Browning, Chair, Planning Committee

Process and Desired Outcome of Correctional Education TOK:

Dr. Dianne Carter, Director
Corrections Program
Schools Without Drugs Program
U.S. Department of Education
Washington, D.C.

3:15 p.m. - 5:00 p.m. . . . . Small Group Activities--Phase One

1. Philosophy (Bonita Room)
2. Standards (Del Mar Room)
3. Curriculum (Arcadia Room)
4. Evaluation (Fremont Room)
5. Inter-Agency Partnership Networking (Carmel Room)
6. Marketing (Eureka Room)

Monday, April 6, 1987 (Cont.)

5:00 p.m. - 6:30 p.m. . . . . Reception - Welcome To TOK

Host - Correctional Education Association
Suite #142

6:30 p.m. - 8:00 p.m. . . . . Dinner
Greenfield Room A & B
Howie's Bar and Grille

Introduction of Dinner Speaker:

Stan White, Chief
Division of Education Services
Department of the Youth Authority

Dinner Speaker:

Dr. Manuel Perry, Manager
Planning, Development, Human Relations
Lawrence Livermore Laboratories

"The Doomed and the Damned:
A Look at Future Trends--
Crisis in California"

TUESDAY, APRIL 7, 1987

7:30 a.m. - 8:30 a.m. . . . . Continental Breakfast
(Arcadia Room)

8:30 a.m. - 9:00 a.m. . . . . Greetings

Introduction of the Morning Speaker:

Orene Hopkins, Director
Juvenile Detention Facilities
Contra Costa County Office of Education

Tuesday, April 7, 1987 (Cont.)

Morning Speaker:

Dr. Shirley Thornton
Deputy Superintendent
Specialized Programs
California State Department of Education

"Education Reform and Effective Schools--
Challenge to Correctional Education"

9:00 a.m. - 9:30 a.m. . . . . Large Group Sharing--Moderator

Facilitators' Reports

9:30 a.m. - 9:45 a.m. . . . . Summary of Phase One,
Focus on Phase Two:

Dr. Dianne Carter
U.S. Department of Education

9:45 a.m. - 10:00 a.m. . . . . Break

10:00 a.m. - 11:30 a.m. . . . . Small Group Activities

12:00 p.m. to 1:30 p.m. . . . . Lunch
(Greenfield Room A & B)

Directors' Greetings:

James Rowland, Director
Department of the Youth Authority

Dan McCarthy, Director
California Department of Corrections

Tuesday, April 7, 1987 (Cont.)

Introduction of Luncheon Speaker:

Ernestine Schnuelle, Director
Correctional Education
Los Angeles County Jails

Luncheon Speaker:

Dr. Lee Roy Black, Professor
Criminal Justice and Vocational Education
California State University, Long Beach

"Correctional Education--The Big Picture
What and Who Dictates Its Needs"

1:45 p.m. to 4:15 p.m. ..... Small Group Activities

4:15 p.m. to 5:00 p.m. ..... Large Group Sharing
Moderator (Arcadia Room)

Facilitators' Reports

5:15 p.m. - 6:30 p.m. ..... Directors' Reception

Host--Correctional Education Association
Suite #142

Agency Meetings and/or Dinners
(on your own)

WEDNESDAY, APRIL 8, 1987

7:30 a.m. - 8:30 a.m. ..... Continental Breakfast
(Arcadia Room)

8:30 a.m. - 8:45 a.m. ..... Greetings:

Mary Lou Browning, Chair
Transfer of Knowledge Workshop

Wednesday, April 8, 1987 (Cont.)

Summary of Progress and
Phase Three Charge to Groups:

Dr. Dianne Carter
U.S. Department of Education

8:45 a.m. - 10:15 a.m. ..... Small Group Activities

10:15 a.m. - 10:30 a.m. ..... Break

10:30 a.m. - 11:30 a.m. ..... Large Group Sharing
Moderator (Arcadia Room)

Facilitators' Reports:
Conclusions, Strategies, Recommendations and
Exemplary Practices Found
TOK Evaluation

11:30 a.m. - 1:00 p.m. ..... Luncheon Meeting
(Greenfield Room A & B)

Recognitions:

Stan White, Chief
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Department of the Youth Authority

Closing Speaker:

Dr. Dianne Carter
U.S. Department of Education

"What Have We Accomplished
and Where Do We Go From Here?"

1:00 p.m. ..... Adjourn

Appendix D

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